DOCUMENT RESUME

ED 121 359 95 JC 760 199

TITLE	Student Flow Project: Update 1. Student Flow Project, Report No. 8.
INSTITUTION	Hawaii Univ., Honolulu. Community Coll. System.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 76
NOTE	31p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS	Community Colleges; Educational Research; *Institutional Research; *Junior Colleges; *Longitudinal Studies; Multicampus Districts; Questionnaires; *Research Design; *Research Proposals; Student Characteristics
IDENTIFIERS	Hawaii; *Student Flow Models

ABSTRACT

The Student Flow Project of the Hawaii community colleges in an ongoing longitudinal study designed to study how students progress through the community college system. It complements enrollment data by providing information on noncontinuing students. This update proposes a framework for data gathering and analysis of the fall 1975 entering group over a two year period, and for the remaining reports on the fall 1974 entering students. In general, the Student Flow Project consists of three basic components: (1) admissions, which deals with the characteristics of entering students, classifying them as applicants, admittees, registrants, and "no shows"; (2) enrollment, which provides data on students who continue to enroll in the same community college for five semesters after entry; and (3) exit, which provides data on students for each of five semesters who leave the community college either as noncontinuing students or graduates. This document outlines the activities which will be necessary to complete the project, and provides a timetable of proposed activities for 1976-77 and 1977-78. Sample drafts of four survey instruments that must be administered are appended, along with a flow chart of activities. The merger of the Student Flow Project with the institutional research reports on students is planned for the near future. (NHM)

****
* Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original. *
****

ED121359

STUDENT FLOW PROJECT

UPDATE 1

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Report No. 8

Student Flow Project

April 1976

Office of the Chancellor for Community Colleges
Educational Services Division
University of Hawaii

The activity which is the subject of this report was supported in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

JC 760 194

TABLE OF CONTENTS

Page

A. Introduction.......... 1

1. Selected Examples.......... 1
2. Alternative Student Flow Approaches.......... 3

B. Framework for Our Student Flow Project.......... 4

1. Introduction.......... 4
2. Assumptions.......... 4
3. Purposes of the Student Flow Project.......... 5
4. Three Basic Components.......... 6

C. Proposed Activities for 1976-77 and 1977-78.......... 12

D. Next Step in the Student Flow Project.......... 12

E. Concluding Note.......... 12

Appendix A. Basic Characteristics of Students.......... 14

B. Draft of No-Show Questionnaire.......... 15

C. Sample of Continuing Student Survey.......... 16

D. Sample of Non-Continuing Student Survey.......... 19

E. Draft of U.H. Graduate Survey.......... 22
(Survey Research Office)

F. Flow Chart.......... 26

LIST OF FIGURES

Figure | Page
A Three Basic Components of the Student Flow Project 6
B The Admissions Component 8
C The Enrollment and Exit Components 10

A. Introduction

An effective way of examining student flow is to to identify entering students and to study what happens to them over a number of years. Such studies are helpful to educational institutions as bases for planning and evaluation. As a consequence, student flow studies are being conducted with increasing frequency and greater sophistication.

1. Selected Examples

Three examples are discussed briefly to illustrate the variety of approaches and the differences of scope in student flow studies. The first is the effort of the National Center for Higher Education Management Systems (NCHEMS). The second is from the California Community Colleges and is a procedures manual for the Student Accountability Model. The last is the recently completed study of student characteristics and performance in California's community colleges.

a. NCHEMS: Student Flow Model 1A (SFM-1A)*

"The NCHEMS Student Flow Model SFM-1A is a tool for analyzing the historical movement of students between the various fields of study and student levels in an institution and for estimating the future enrollments in each student program and student level combination in the institution." (p. 1) SFM-1A can be used in an analysis of student progress/attrition. But it may also be utilized in projecting student enrollments, particularly by institutions using NCHEMS' Resource Requirements Prediction Model (RRPM).

Two primary modules are included in SFM-1A: (1) Admissions module--the enrollment of new or returning students at the beginning of each term. (2) Transition module--the continuation or non-continuation [illegible] of students from term to term. In addition, there is the Estimation module which analyzes institutional data to quantify historical student flow patterns.

This effort by NCHEMS is supported by the National Institute of Education. Several institutions have evaluated the feasibility of using SFM-1A; among them is the California State University at Fullerton.

b. Student Accountability Model (SAM)**

A consortium of twelve leaders in the community colleges of California worked to develop SAM with the following purpose:

---

*NCHEMS at WICHE, Student Flow Model SFM-1A: 1. Introduction, Preliminary Edition, Technical Report [illegible], by [illegible], [illegible] 1973.

**California Community Colleges, Chancellor's Office, Student Accountability Model: Procedures Manual, August 1976.

[illegible]

[illegible]

1. [illegible]

2. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

[illegible]

[illegible]

[illegible] **[illegible]** [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

The series of reports will combine a discussion of the results for the total (seven community colleges) and note the differences among campuses. However, computer tables will include data summaries and analyses of the total and separately for each of the seven community colleges.

b. Enrollment and Exit Components (Figure C)

The Enrollment Component provides various kinds of data on students who continue to enroll in the same community college for five semesters after entry. The Exit Component provides data on students for each of five semesters who leave the community college either as a non-continuing student or a graduate. Beginning and end of semester reports will furnish the following data:

—continuation/non-continuation rates
—nature of enrollment (continuing, returning, returning graduate)
—withdrawals
—graduations
—changes of major
—credits carried and credits earned

The above data will be summarized by several basic characteristics: sex, age, marital status, student status (full or part time), high school background, educational objective, program, and ethnic data if available.

In addition, there will be three kinds of surveys during the five semesters following Fall entry:

(1) Survey of continuing students at the beginning of the first Spring semester: This survey will ask students to indicate their goals and to evaluate their first semester's community college experience. Other questions may be added. (See Appendix C for a copy of the form used in Spring 1976.)

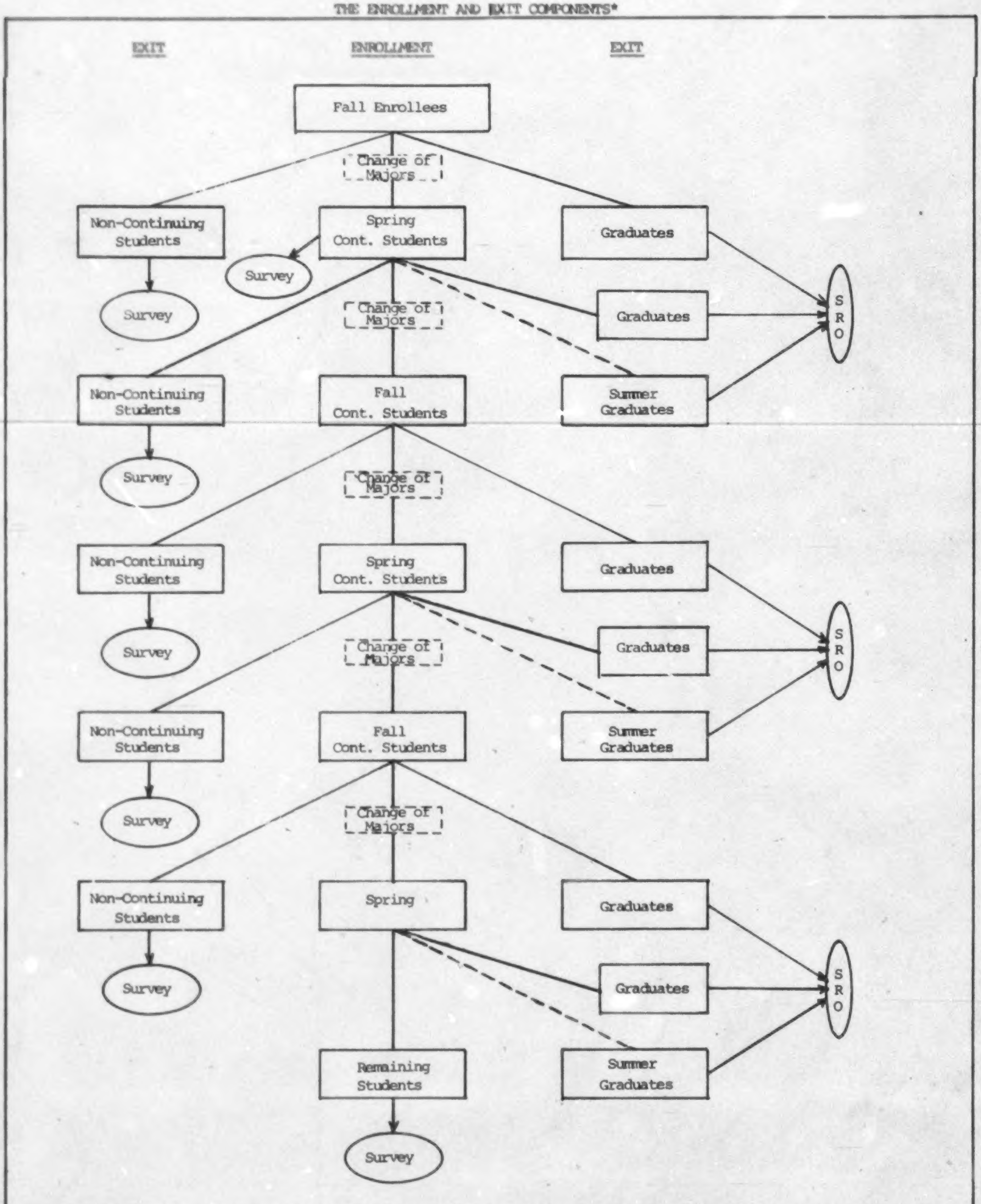
(2) Survey of non-continuing students at the beginning of each of the five semesters. Like the above, non-continuing students will be asked to indicate their goals and to evaluate their first semester's community college experience. In addition, and in subsequent surveys of non-continuing students, the focus will be on: (a) reasons for not continuing and (b) present activities. (See Appendix D for a copy of the form used in Spring 1976.)

(3) Survey of graduates will be undertaken annually by the Survey Research Office for all campuses of the University of Hawaii. (It is too early to tell how this will work out or whether additional questions may be included since this undertaking is still to be initiated in Fall 1976. See Appendix E for a copy of the latest draft of this questionnaire.)

These surveys will provide feedback from students at various stages of progression or non-progression through the community

FIGURE C

THE ENROLLMENT AND EXIT COMPONENTS*


EXIT
ENROLLMENT
EXIT
Fall Enrollees
Change of Majors
Non-Continuing Students
Spring Cont. Students
Graduates
Survey
Survey
Change of Majors
Graduates
S R O
Non-Continuing Students
Fall Cont. Students
Summer Graduates
Survey
Change of Majors
Non-Continuing Students
Spring Cont. Students
Graduates
Survey
Change of Majors
Graduates
S R O
Non-Continuing Students
Fall Cont. Students
Summer Graduates
Survey
Change of Majors
Non-Continuing Students
Spring
Graduates
Survey
Graduates
S R O
Remaining Students
Summer Graduates
Survey

*Surveys of graduates will be conducted annually by the Survey Research Office for all campuses in the University of Hawaii.

colleges. Although this series of surveys is being contemplated, some change in plan may be necessary if resources are limited.

For both the computer series of reports and analysis of surveys, appropriate statistical tests of significance will be used to determine whether observed differences between and among groups of students are significant.

Among the series of reports being planned are the following:

—Series 3. Results of the Survey of Continuing Students in Their Second Semester

—Series 4. Results of the Survey of Non-Continuing Students

—Series 5. Comparison of Continuing and Non-Continuing Students

—Series 6. First Progress Report on Student Flow Patterns After Two Semesters

—Series 7. Second Progress Report on Student Flow Patterns After Four Semesters

—Series 8. Final Report on Student Flow Patterns After Six Semesters

—Series 9. An Analysis of Various Types of Persisters Over the Six-Semester Period

—Series 10. Results of the Survey of Graduates (to be developed by the Survey Research Office)

These reports will present findings, by basic characteristics of students, for the seven community colleges and note campus differences. Like the Admissions Component, computer tables will include data summaries and analyses of the total and separately for each of the seven community colleges. (See Appendix F for a flow chart of activities.)

If time and resources permit, an effort will be made to develop a transition matrix; i.e., a matrix reflecting the movements of students among defined student states from one semester to the next. The transition matrix is typically defined in such a way that "each row represents the set of student states that a student currently in a particular student state might move to in the next time period. Each column of the matrix represents one of the possible student states of the next time period. Each element of the transition matrix (T_{ij}) is the probability that a student currently in state i will move to state j in the next time period."* Such a matrix would be extremely helpful in making enrollment projections.

---

*NCHEMS, Some Models and Solution Techniques for Analyzing Student Flow Processes by Robert Gray (July 1974), p. 6.

C. Proposed Activities for 1976-77 and 1977-78

In order to clarify the dimensions of the Student Flow Project and to begin preparation for various undertakings, a schedule of activities, not necessarily in order, is proposed for each of the following four semesters. Activities are organized around the series of reports described under the Admissions, Enrollment, and Exit Components. (See Table 1.)

One activity scheduled for 1976-77 is not included as a regular part of the Student Flow Project because, despite its apparent feasibility, experience with its use has been limited. This is the survey of employers. One will be undertaken, and Deans of Instruction will be requested to list employers who should be contacted. Decisions regarding the nature and timing of subsequent employer surveys should be made after this first experience.

D. Next Step in the Student Flow Project

Prior to or at the conclusion of the three-year intensive study of the Fall 1975 entering group, a decision should be made on the next phase of the Student Flow Project. Among the possibilities, which are not mutually exclusive, are: (1) concentrate on the merger of the Student Flow Project with other enrollment reports on students; (2) begin another three-year cycle of study and surveys of another entering group, possibly of the Fall 1978 new and transfer students; (3) study all entering groups but administer only a limited number of surveys; (4) develop an enrollment projection model based on transition matrices. A decision might also be made to continue to study the Fall 1975 group for three more years.

The "next step" should be based, to some extent, on the nature of the results of the Student Flow Project. Consequently, a decision should not be made prematurely.

E. Concluding Note

Much of the success of this Student Flow Project will depend on the cooperation of campus personnel and students. Since we will be surveying continuing and non-continuing students and graduates periodically, it is important that they appreciate the significance of their participation.

We urge campus administrators to publicize the nature of the Student Flow Project and the results of various studies conducted as part of this Project. This will enable faculty and staff to be more knowledgeable about their students and to make suggestions to improve the Project. Such publicity will also be informative to students who participated in our surveys and hopefully will encourage continuing, if not increased, cooperation and assistance.

TABLE 1
PROPOSED SCHEDULE OF ACTIVITIES
STUDENT FLOW PROJECT
1976-1978

Series	Fall 1976	Spring 1977	Fall 1977	Spring 1978	Fall 1978
1. Applications, Admissions & Registrations	Write report for Fall 1976 Entering Group.	Write report for Spring 1977 Entering Group.	Write report for Fall 1977 Entering Group.	Analyze and report on last four fall entering groups and last two spring groups.	Write report for Fall 1978 Entering Group if feasible.
2. No Shows					Consider feasibility and send surveys and write report: Fall 1978 Group.
3. Continuing Students - 2nd Semester					
4. Non-Continuing Students	Send out survey forms and write report.	Send out survey forms and write report.	Send out survey forms and write report.	Send out survey forms and write report.	
5. Continuing/Non-Continuing Comparison	Write report for Fall 1975 Entering Group.	Write report for Fall 1975 Entering Group.	Write report for Fall 1975 Entering Group.	Write report for Fall 1975 Entering Group.	
6. 1st Report: After 2 semesters	Write report for Fall 1975 Entering Group.				
7. 2nd Report: After 4 semesters	Write report for Fall 1974 Entering Group.		Write report for Fall 1975 Entering Group.		
8. Final Report: After 6 semesters		Plan layout of this report.	Write report for Fall 1974 Entering Group.	Improve layout of this report.	Write report for Fall 1975 Entering Group.
9. Analysis of Persisters		Setup requirements for computer programming.	Write report for Fall 1974 Entering Group.	Add to required data if feasible.	Write report for Fall 1975 Entering Group.
10. Survey of Graduates	(Survey Research Office)		(ORS)		(ORS)
Other	Analyze and report on stability of Fall 1976 plans. Explore nature of proposed survey of employers.	Plan layout for transition matrix. Administer and write report on survey of employers.		Develop preliminary transition matrix.	Consider development of model to project enrollments.

APPENDIX A

BASIC CHARACTERISTICS OF STUDENTS
BASIC CHARACTERISTICS OF STUDENTS

Sex

- Male
- Female

Age

- Below 19
- 19-21
- 22-24
- 25-29
- Over 29

Marital Status

- Single
- Married
- Other

High School Background

- Public, Honolulu
  - Leeward & Central
  - Windward
  - Hawaii
  - Kauai
  - Maui
- Private, Hawaii State
- U.S. Mainland
- U.S. Possessions
- Foreign Countries
- Special (GED, etc.)

Previous College Attended

- UH Manoa
  - Hilo College
  - West Oahu
  - Hawaii CC
  - Honolulu CC
  - Kapiolani CC
  - Kauai CC
  - Leeward CC
  - Maui CC
  - Windward CC
- Other Hawaii Institutions
- Mainland Institutions
- Other

Ethnic Data, if available

Use UH categories

Educational Objective

- AA
- AS
- Certificate of Achievement
- Unclassified

Program

- Liberal Arts
- Business
- Education
- Health Services
- Hotel/Food Services
- Public Services
- Technology
- Unclassified

Status

- Full-Time
- Part-Time

Entry Status

- New
- Transfer

Grade Point Average

- 3.5 and above
- 3.0-3.4
- 2.0-2.9
- Below 2.0

APPENDIX B

DRAFT OF NO-SHOW QUESTIONNAIRE

[illegible]

A. Why did you not register this semester? (Check ✓ the one best answer.)

_____1. desired classes not available
_____2. preferred another school
_____3. financial problems, must work
_____4. preferred to work
_____5. moved from the area
_____6. health problems
_____7. personal (family, marriage, etc.)
_____8. other: please specify: ____________________

B. What are you doing now? (Check the one which best describes present activity.)

_____1. looking for work
_____2. working a. check one: _____1. full-time _____2. part-time
b. give title of position: ____________________
_____3. having home responsibilities
_____4. serving in the military
_____5. attending another school; specify school: ____________________
_____6. other: specify ____________________

C. Do you plan to enroll at a college within the year?

_____1. Yes specify: ____________________
_____2. Don't know
_____3. No

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]

2. [illegible]
   - ____ [illegible]
   - ____ [illegible]
     - ____ [illegible]
     - ____ [illegible]
     - ____ [illegible]
     - ____ [illegible]
     - ____ [illegible]
     - ____ [illegible]
     - ____ [illegible] ____________

3. [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible] ____________

4. [illegible]
   - ____ [illegible]
   - ____ [illegible] ____________
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible]
   - ____ [illegible] ____________

[illegible]

____ [illegible]

____ [illegible] ____ [illegible]

[illegible]

[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] [illegible]

[illegible]	[illegible]	☐	☐	☐	☐	☐		
[illegible]	[illegible]	☐ [illegible]	☐	☐ [illegible]	☐	☐ [illegible]		
[illegible]	[illegible]	☐ [illegible]	☐	☐ [illegible]	☐	☐ [illegible]		
[illegible]	[illegible]	☐ [illegible]	☐	☐ [illegible]	☐	☐ [illegible]		
[illegible]	[illegible]	☐ [illegible]	☐	☐ [illegible]	☐	☐ [illegible]		
[illegible]	[illegible]	☐ [illegible]	☐	☐ [illegible]	☐	☐ [illegible]		
[illegible]	[illegible]	☐ [illegible]	☐	☐ [illegible]	☐	☐ [illegible]		
[illegible]	[illegible]	☐ [illegible]	☐	☐	☐	☐ [illegible]		
[illegible]	[illegible]	☐ [illegible]	☐	☐ [illegible]	☐	☐ [illegible]		
[illegible]	[illegible]	☐ [illegible]	☐	☐ [illegible]	☐	☐ [illegible]		
[illegible]	[illegible]	☐ [illegible]	☐	☐ [illegible]	☐	☐ [illegible]		
[illegible]	[illegible]	☐ [illegible]	☐	☐ [illegible]	☐	☐ [illegible]		

[illegible] [illegible]

____

____

____

____

____

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]		[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

Academic Information

Please answer questions 5 through 9 ONLY IF YOU ARE ENROLLED IN SCHOOL:

5. Are you enrolled
   1. ☐ Part-time
   2. ☐ Full-time

6. Which of the following schools are your presently attending?
   1. ☐ UH Manoa
   2. ☐ UH Hilo
   3. ☐ Honolulu CC
   4. ☐ Kapiolani CC
   5. ☐ Windward CC
   6. ☐ Leeward CC
   7. ☐ Maui CC
   8. ☐ Kauai CC
   9. ☐ Hawaii CC
   10. ☐ West Oahu College
   11. ☐ Other Hawaii college
   12. ☐ Hawaii business or trade school
   13. ☐ Mainland business or trade school
   14. ☐ Mainland college or university
   15. ☐ Mainland two-year college
   16. ☐ Foreign college or university
   17. ☐ Military training school
   18. ☐ Other: ____________________

7. While enrolled in courses, are you:
   1. ☐ Working toward a degree or certificate?
   2. ☐ NOT working toward a specific degree or certificate?

Please answer the following questions ONLY IF YOU ARE WORKING TOWARD A DEGREE OR CERTIFICATE:

8. Toward which degree or certificate are you currently working?
   1. ☐ Certificate of Completion
   2. ☐ Certificate of Achievement
   3. ☐ Associate Arts
   4. ☐ Associate Sciences
   5. ☐ Bachelor's degree
   6. ☐ Master's degree
   7. ☐ Professional Certificate
   8. ☐ Ph.D.
   9. ☐ Ed.D., J.D., M.D.
   10. ☐ Other: ____________________

9. In what major field? ____________________

Employment Information

Please answer 10 through 18 ONLY IF YOU ARE CURRENTLY EMPLOYED:

10. Are you employed full-time or part-time?

    1. ☐ Full-time 2. ☐ Part-time 3. ☐ More than one job

> NOTE: If you are employed at more than one job, please answer the following questions concerning your full-time job, or your PRIMARY job only.

11. What is your occupation? (What do you DO? For example, truck driver, dental assistant, draftsman, waitress, salesperson, etc.)

    ____

12. In which industry are you employed? (What does your company do; for example, heavy construction, hospital, education/private, etc. You may write in the name of the company if you like.)

    ____

13. Who is your current employer?
    1. ☐ Private industry (not tourist)
    2. ☐ Tourist industry
    3. ☐ State government
    4. ☐ City or County government
    5. ☐ Federal government (not military)
    6. ☐ Military
    7. ☐ Self-employed
    8. ☐ Other: ____________________

14. Where are you employed?
1. ☐ Oahu
2. ☐ Maui
3. ☐ Molokai
4. ☐ Lanai
5. ☐ Big Island (Hawaii
6. ☐ Kauai
7. ☐ Mainland U.S.
8. ☐ Foreign country

15. Do you consider this job to be the type of job in which you will make your career?
1. ☐ Yes, definitely will
2. ☐ Probably will
3. ☐ Probably will not
4. ☐ Definitely will not

16. How relevant to this job was the content of your college courses?
1. ☐ Very relevant
2. ☐ Somewhat relevant
3. ☐ Not very relevant
4. ☐ My college training was not at all related to this job.

17. What are your current annual earnings from this job?
1. ☐ Less than $3000
2. ☐ $3,000 to $5,999
3. ☐ $6,000 to $7,499
4. ☐ $7,500 to $9,999
5. ☐ $10,000 to $14,999
6. ☐ $15,000 to $19,999
7. ☐ $20,000 to $24,999
8. ☐ $25,000 to $29,999
9. ☐ $30,000 or over
10. ☐ Don't know; varies too much

18. In general would you say that you selected your college courses according to how important they were to your career plans.
1. ☐ Almost all of my courses
2. ☐ Most of my courses
3. ☐ A few of my courses
4. ☐ Almost none of my courses

General Evaluation of College Experience

A. Students approach a college education with certain ACADEMIC expectations. Please circle how important each of the following was for you.

	EXTREMELY IMPORTANT				EXTREMELY UNIMPORTANT
1. To get a degree or certificate	1	2	3	4	5
2. To be educated for an occupation	1	2	3	4	5
3. To meet people and make friends	1	2	3	4	5
4. To get a broad education in many fields	1	2	3	4	5
5. To learn from a few good teachers	1	2	3	4	5
6. To learn to know myself and to develop self-confidence	1	2	3	4	5
7. To meet the expectations of my family and friends	1	2	3	4	5
8. To gain practical experience in my field	1	2	3	4	5
9. To prepare myself for further education	1	2	3	4	5
10. To learn for the pleasure of learning	1	2	3	4	5
11. To graduate from a quality school	1	2	3	4	5

Now go over the list below and indicate whether you feel that your college education has fulfilled those expectations.

	EXPECTATION LARGELY FULFILLED				EXPECTATION LARGELY UNFULFILLED
1. To get a degree or certificate	1	2	3	4	5
2. To be educated for an occation	1	2	3	4	5
3. To meet people and make friends	1	2	3	4	5
4. To get a broad education in many fields	1	2	3	4	5
5. To learn from a few good teachers	1	2	3	4	5
6. To learn to know myself and to develop self-confidence	1	2	3	4	5
7. To meet the expectations of my family and friends	1	2	3	4	5
8. To gain practical experience in my field	1	2	3	4	5
9. To prepare myself for further education	1	2	3	4	5
10. To learn for the pleasure of learning	1	2	3	4	5
11. To graduate from a quality school	1	2	3	4	5

B. Students often have EXTRA ACADEMIC expectations.
PLEASE INDICATE HOW IMPORTANT EACH OF THE FOLLOWING WAS FOR YOU.

		EXTREMELY IMPORTANT				COMPLETELY UNIMPORTANT
12.	To be able to choose from a large curriculum (a variety of courses)	1	2	3	4	5
13.	To have access to sporting equipment and areas	1	2	3	4	5
14.	To participate in decision-making	1	2	3	4	5
15.	To have access to medical services	1	2	3	4	5
16.	To have personal contact with professors	1	2	3	4	5
17.	To encounter a variety of political and social viewpoints	1	2	3	4	5
18.	To have access to efficient, low-cost eating facilities	1	2	3	4	5
19.	To have financial assistance (with part-time employment, loans, scholarships, etc.)	1	2	3	4	5
20.	To have access to job or personal counseling	1	2	3	4	5
21.	To have adequate library facilities	1	2	3	4	5
22.	To have access to adequate, low-cost housing	1	2	3	4	5
23.	To have access to well-equipped laboratories and/or studios	1	2	3	4	5

Now go over the list below and indicate whether you feel that your college education has fulfilled those expectations.

		EXPECTATION LARGELY FULFILLED				EXPECTATION LARGELY UNFULFILLED
12.	To be able to choose from a large curriculum (a variety of courses)	1	2	3	4	5
13.	To have access to sporting equipment and areas	1	2	3	4	5
14.	To participate in decision-making	1	2	3	4	5
15.	To have access to medical services	1	2	3	4	5
16.	To have personal contact with professors	1	2	3	4	5
17.	To encounter a variety of political and social viewpoints	1	2	3	4	5
18.	To have access to efficient, low-cost eating facilities	1	2	3	4	5
19.	To have financial assistance (with part-time employment, loans, scholarships, etc.)	1	2	3	4	5
20.	To have access to job or personal counseling	1	2	3	4	5
21.	To have adequate library facilities	1	2	3	4	5
22.	To have access to adequate, low-cost housing	1	2	3	4	5
23.	To have access to well-equipped laboratories and/or studios	1	2	3	4	5

C. What was the best feature the University offered its students?

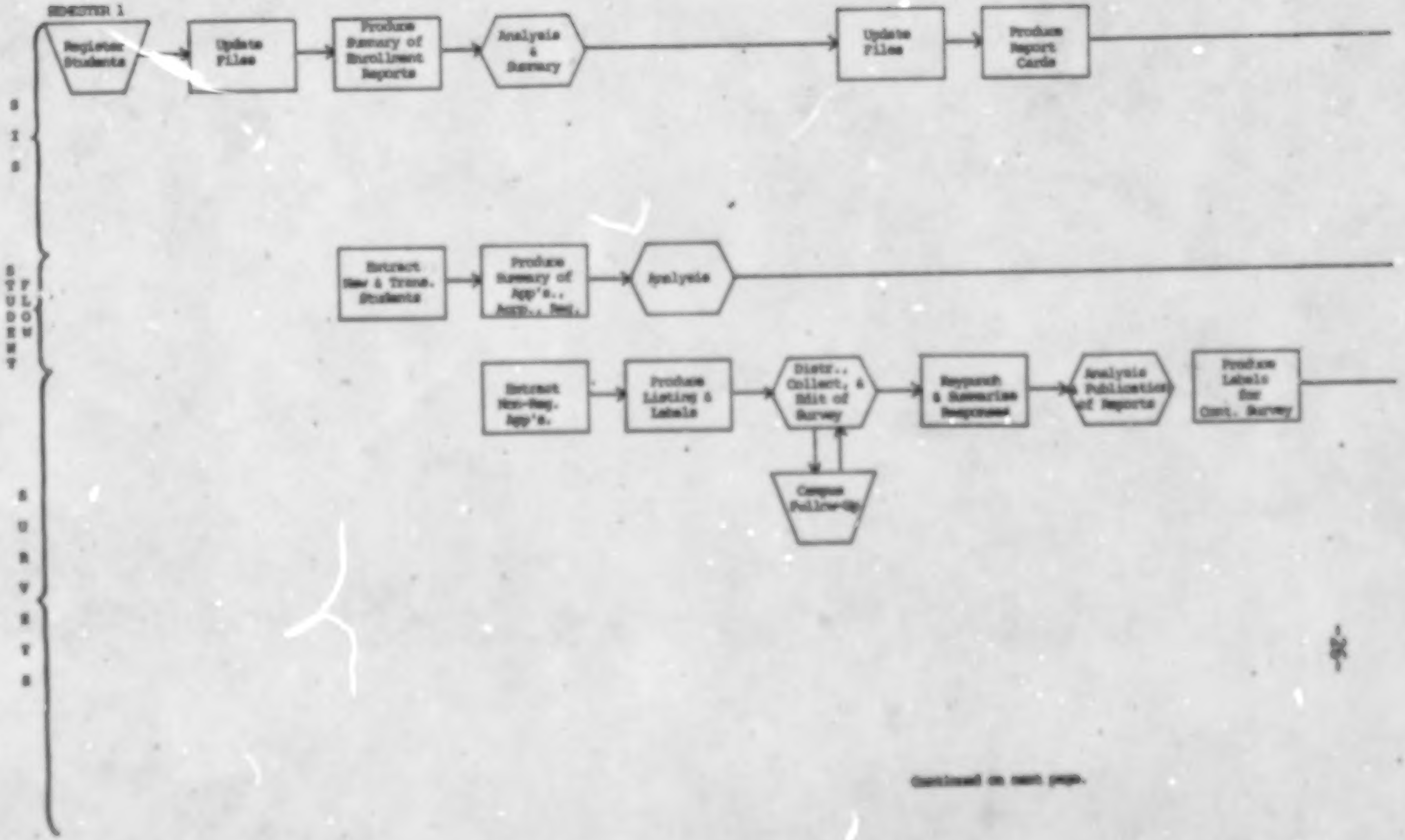
D. What was the chief failing?

3. Any other suggestions or comments?

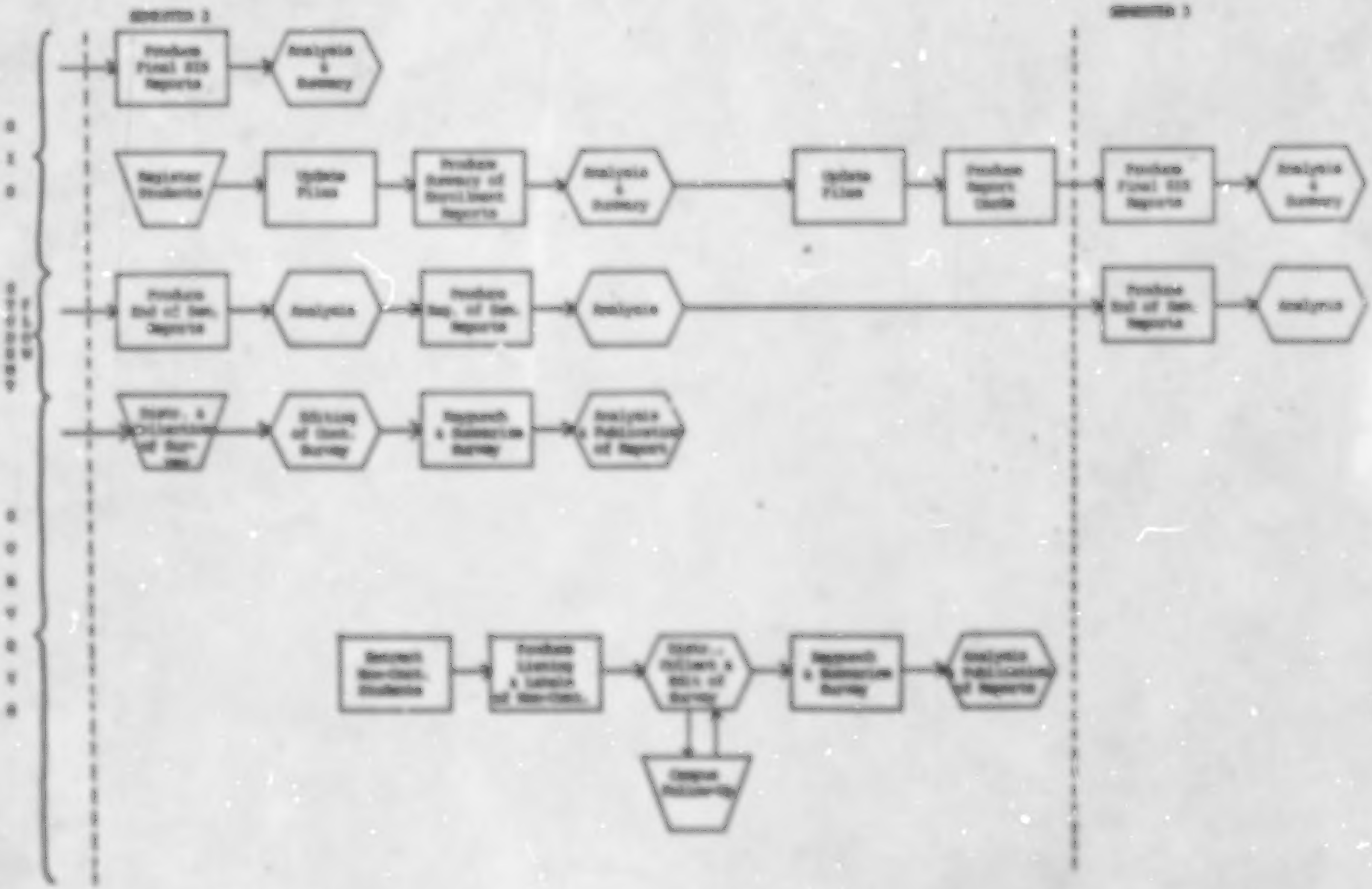
THANK YOU AGAIN FOR YOUR KOKUA!

APPENDIX F

FLOW CHART


SEMESTER 1
Register Students
Update Files
Produce Summary of Enrollment Reports
Analysis & Summary
Update Files
Produce Report Cards
SIS
STUDENT FLOW
Extract New & Trans. Students
Produce Summary of App's., Accp., Reg.
Analysis
SURVEYS
Extract Non-Reg. App's.
Produce Listing & Labels
Distr., Collect, & Edit of Survey
Campus Follow-Up
Keypunch & Summarize Responses
Analysis & Publication of Reports
Produce Labels for Cont. Survey

Continued on next page.


Produce Final SIS Reports
Analysis & Summary
Register Students
Update Files
Produce Summary of Enrollment Reports
Analysis & Summary
Update Files
Produce Report Cards
Produce Final SIS Reports
Analysis & Summary
Produce End of Sem. Reports
Analysis
Produce Beg. of Sem. Reports
Analysis
Produce End of Sem. Reports
Analysis
Distr. & Collection of Survey
Editing of Grad. Survey
Keypunch & Summarize Survey
Analysis Publication of Report
Select Non-Grad. Students
Produce Listing & Labels of Non-Grad.
Distr., Collect & Edit of Survey
Campus Follow-Up
Keypunch & Summarize Survey
Analysis Publication of Reports